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**An On-The-Job Preparation Curriculum for a New
Athletic Director at the United States Air Force Academy**

By

Ivan Luke Merritt

Captain, United States Air Force

1992

Length: 74 Pages

Master of Arts

University of North Carolina - Chapel Hill

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ABSTRACT

MERRITT, IVAN LUKE. An On-The-Job Preparation Curriculum for a New Athletic Director at the United States Air Force Academy (Under the direction of Dr. Fred Mueller)

The purpose of this study was to determine the training requirements for a new Athletic Director at the United States Air Force Academy (USAFA), and to recommend a curriculum guide for the Athletic Director Understudy program.

Thirty-five civilian and military members of the USAFA staff responded to two questionnaires. The first questionnaire addressed USAFA Athletic Director job factors within the Athletic Department and the second questionnaire addressed USAFA Athletic Director job factors outside the Athletic Department. The subjects rated the questionnaire items on a Likert scale from one to five and responded to several open-ended questions.

The mean answers were rank ordered for the entire sample as well as a group comparison between coaches and administrators. All items averaged 3.00 (moderately essential) or better. The items that averaged 4.00 (very essential) or better, specific hands on training factors and the open-ended responses were consolidated and utilized in the final on-the-job curriculum recommendation.

The results of this study indicated that the USAFA Athletic Director Understudy program is a valuable and

justifiable program for the transition between new and exiting Athletic Directors. This study revealed that to be effective in his/her job, a new USAFA Athletic Director must gain job specific experience; experience that will come only from active participation in an on-the-job training program. This study also determined that the USAFA Athletic Director Understudy program needs a planned curriculum for understudy students to follow. As a result, the investigator suggested a curriculum for the USAFA Athletic Director Understudy program.

**An On-The-Job Preparation Curriculum for a New
Athletic Director at the United States Air Force Academy**

By


Ivan Luke Merritt

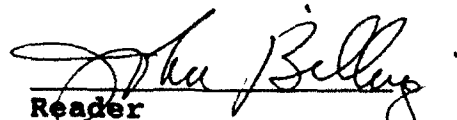
**A Thesis submitted to the faculty of The University of
North Carolina at Chapel Hill in partial fulfillment of
the requirements for the degree of Master of Arts in the
Department of Physical Education, Exercise, & Sport
Science.**

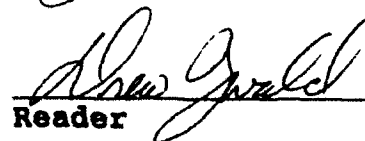
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1992

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Advisor


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DEDICATION

I would like to dedicate this paper to the people I hold most dear in my life. To my wife, Kami, and my sons, John and Lee, whose support, encouragement and patience in so many different ways has been instrumental in my career and educational experiences. To my parents, Royston and Jean Merritt, and my in-laws, George and Mary Ann Crouch, whose interest, love and encouragement were invaluable during this study.

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I want to express my greatest appreciation to my advisor, Dr. Fred Mueller, who provided tremendous advice and guidance during this project.

I want to thank Dr. John Billing and Dr. Drew Zwald for their interest and input on my thesis and overall graduate school experience.

Finally, a special thanks goes to the United States Air Force Academy and the staff that participated in this study. Specifically, without the generous support of Colonel John J. Clune, Colonel Richard A. Wolf, Colonel Kenneth L. Schweitzer and Lieutenant Colonel Louis A. Burkel, my study and graduate school opportunity would not have been possible.

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CHAPTER I

THE PROBLEM

Introduction

Preparation is viewed as a necessary prerequisite for entry into the field of sports administration; specifically, a position as the athletic director at the collegiate level. The definition of the word prepare is "to make ready beforehand for a specific purpose, event or occasion." The pattern and process of preparing an individual for an athletic director's position has taken on a variation of forms, ranging from formal education curriculums leading to specific education degrees, to internship experiences, to entry through the player-coach-manager route, and so forth.

The expansion and complexity of collegiate athletics has forced a need for athletic administrators to have knowledge, experience and skills in a diversity of disciplines. This requirement of versatility has added to the field a diversity of people with varying backgrounds, including athletic directors without direct athletic administration experience. Their background experiences and credentials from other careers and disciplines can be

tremendous assets to certain aspects of their position as an athletic director, but will not guarantee competency and readiness for all components of the job.

The preparation process for athletic directors must come from a combination of sources and involvements. Although there are specific education curriculums (Brassie, 1989; Cuneen, 1992; DeSensi, Kelley, Blanton & Beitel, 1990; Hardy, 1986; Parkhouse, 1978, 1979, 1987; Ulrich & Parkhouse, 1982; Parks & Quain, 1986; Whiddon, 1990; Williams & Miller, 1983) designed to prepare students for careers in athletic administration and sport management, and although necessary qualifications needed in an athletic administrator position have been identified in various studies (Beitel, 1989; DeSensi, 1988; Hackett, 1978; Hall & Bradwin, 1989), the research and design of other preparation patterns is lacking. An appropriate addition to already existing preparation patterns is an on-the-job training or exposure preparation program; especially for individuals entering into an athletic director's job from another career field.

Statement of the Problem

The purpose of this study was to 1) ascertain the job responsibilities of the Athletic Director at the United States Air Force Academy (USAFA), 2) solicit recommendations from the USAFA Athletic Department staff and USAFA senior administrators on training requirements

for a new Athletic Director and 3) to propose an on-the-job preparation program for a new Athletic Director performing as an understudy to an experienced Athletic Director prior to moving into the Athletic Director's position. As an integral part of this research, several subproblems were studied with respect to the on-the-job curriculum design:

1. What is the objective and scope of the understudy program?

2. What type of training does the new USAFA Athletic Director need to be exposed to in order to perform his / her job within the USAFA Athletic Department structure?

3. What type of training does the new Athletic Director need to be exposed to regarding responsibilities, contacts, and interaction with components of the Academy outside the Athletic Department structure?

Delimitations

This study was delimited to Athletic Department administrators, division heads and head coaches, and to senior administrators at the USAFA for the 1992-93 academic year. Thus, the findings should not be generalized to prepare new athletic directors at any collegiate level institution.

Limitations

1. This study was limited by the subjects' ability to understand each question and answer all parts of the questionnaire in an honest and cooperative manner.
2. The subjects in the study had a limited role in the total scope of the USAFA Athletic Director's responsibilities. Therefore, the input of the subjects towards this study was limited to their relationship with the Athletic Director as it pertained to their specific USAFA program.

Definition of Terms

Athletic Program: The administration of all aspects involving athletics at a college or university. In this study, the category of athletic program involves intercollegiate athletics, intramurals and physical education components at the United States Air Force Academy.

Athletic Director: The person totally responsible for intercollegiate athletics at a particular institution. In this study, the athletic director is the senior administrator in charge of all athletic categories and programs conducted at the USAF Air Force Academy.

Coach: An individual who instructs, trains or teaches a performer or a team of performers. In this study, the term coach is synonymous with the term "intercollegiate program manager." Both terms refer to

the individual placed in charge of a particular athletic team.

Senior Administrators: The group of individuals who make up the executive branch of an organization. In this study, senior administrators refers to the head executives of each category that makes up the total structure of the USAFA. This includes the Superintendent, the Dean of Faculty, the Commandant of Cadets, the Chief of Staff and the Athletic Director.

Division Head: An individual placed in charge of a particular division within a particular department. In this study, it refers to the individuals in charge of the various divisions that are located in the USAFA Athletic Department.

Revenue Sports: Sports which earn money for a school's athletic department and other areas. Revenue sports in this study are men's football and basketball at the United States Air Force Academy.

Non-Revenue Sports: Sports which do not earn money for the school. In this study, non-revenue sports are men's ice hockey, lacrosse, gymnastics, swimming, diving, track & field, golf, water polo, rifle, fencing, cross country, wrestling, baseball, soccer, tennis; and women's basketball, gymnastics, swimming, diving, fencing, track & field, cross country, tennis and volleyball.

USAFA: United States Air Force Academy.

Significance of the Study

The mission of the United States Air Force Academy (USAFA) is "to provide instruction and experience to all cadets so that they graduate with the knowledge and character essential to leadership and the motivation to become career officers in the United States Air Force." (United States Air Force Academy Catalog 1978-79, 1978, p. 10) This mission is accomplished by focusing a four year program on four broad areas; otherwise known as the "pillars" of the institution. The four pillars are military training, academics, character development and athletics. Each pillar is lead by a senior military officer.

The Director of Athletics is a military officer holding the rank of Colonel and is responsible for the organization, administration and management of all athletic and physical education programs, including intercollegiate athletics, intramurals and physical education. An on-the-job preparation program may be useful to an officer transferring into the business of athletics from another military assignment and career field.

The Director of Athletics position is a special duty assignment and is the only job of its kind in the entire Air Force. This study may help the USAF Academy determine how to properly prepare a new Athletic Director to assume his/her responsibilities. Further, the study may serve as

an example on how to orient and train other senior administrators taking on new positions at the Academy.

This study is geared towards a "hands on" training program. The study could be of great value to the overall curriculum of professional preparation in sports administration and could stimulate the implementation of similar programs at other collegiate institutions.

CHAPTER II

REVIEW OF LITERATURE

Due to the fact that the United States Air Force Academy's Athletic Director position is a unique position not only to the Air Force, but also in comparison to other collegiate athletic director positions, past literature specifically towards this research study is nonexistent. Performing an understudy training program prior to assuming a position as Athletic Director is not a common practice among college athletic directors. Hence, there has not been a need to develop plans for such a program, except in a situation like the USAFA.

Although there isn't existing literature directed specifically toward "An On-the-Job Training Program For A New Athletic Director At The United States Air Force Academy," other areas of literature provide the basis for developing this study. Reviewing literature on curriculum preparation for athletic administration careers aided in the development of the questionnaires in this study. Further, literature reviews pertaining to on-the-job training in other management/administrative positions helped in the validity of having an understudy training program for the Academy's Athletic Director position.

Professional Preparation Curriculums

Several researchers have investigated educational preparation and career characteristics of collegiate level athletic directors (Cuneen, 1992; Hardy, 1986; Kelley, DeSensi, Beitel & Blanton, 1989, 1990; Parkhouse & Ulrich, 1979, 1982; Williams & Miller, 1983; Hatfield, Wrenn & Bretting, 1987; Parks & Quain, 1986; Parkhouse, 1978, 1979, 1984, 1987; Brassie, 1989; Sutton, 1989; Whiddon, 1990). A common focus in these researcher's studies has been to develop undergraduate and graduate level programs that will best prepare students for careers in athletic administration.

Parkhouse and Ulrich (1979) provided a paradigm for theoretical development and scientific inquiry which demonstrates the uniqueness of sport management as a potentially new cross-discipline. Parkhouse and Ulrich further discussed the impact of a professional preparation component. They reported that a need is emerging for a new breed of specialists - highly trained administrators who function successfully in a number of increasingly complex and varied sport related areas. Such an endeavor requires extensive and specific training. Due to the unique competencies required of each sport management setting, a single track curriculum fails in meeting the skills that each would require. Providing adequate curricula to meet complex and varied sport management

needs must begin with an examination of the work place and evaluation of existing programs. DeSensi, Kelley, Blanton & Beitel (1990) supported Parkhouse and Ulrich's studies by reporting that due to the diversity of job settings and job position characteristics, it is important for students to gain sufficient generic skills that can be applied to all job settings. They then stated that it is equally important for students to acquire skills on-the-job that are specific to that job setting.

Ulrich and Parkhouse (1982) further stated that since management is inherently an applied discipline, management theory in the abstract provides little direction for the practitioner. The challenge encountered by designers of management curricula is to balance academic and practical components. Ulrich and Parkhouse suggest that curriculum designs need to remain up-to-date with job demands. They suggest basing a curriculum around alumni. Such a design allows alumni to give input into graduate training programs based on their post graduate job experiences.

The content of sport management curriculums has been reported consistently among various researchers (Parkhouse, 1987; Ulrich & Parkhouse, 1982; Cuneen, 1992; Beitel, Kelley, DeSensi & Blanton, 1989, 1990; Williams & Miller, 1983; Whiddon, 1990; Brassie, 1989; Sutton, 1989; Parkhouse, 1987; Parks & Quain, 1986; Hatfield, Wrenn & Bretting, 1987). Their studies have suggested coursework that is rated with high importance in regards to preparing

professionals for careers in sport management. While exact order of ranking varied among research studies, the content remained consistent. All studies were in agreement on basing curriculums around the following coursework list: Administration of athletics, communications, public relations, practicum experience, business management, sports marketing, sports facilities, organizational management, finance and budgeting, fundraising, event management, current issues in sport, sport law and personnel management. The internship is the closest link to an on-the-job training program experience and each study noted the internship as a vital component to a complete curriculum. Cuneen (1992) concluded that practicum experience rates high in priority because those in the actual practice of athletic direction agree that an extended, supervised experience within an intercollegiate department is an integral part of graduate education.

Curriculum Design

The process of developing job specific training starts with job requirements of the employer. After these requirements are known, the goal of the curriculum building process is focused on teaching methods and practices that help the trainee acquire job related knowledge and skills ("Dislocated Worker Project," 1988).

A report (Rockefeller Foundation, 1990) entitled Into The Working World states that integrated work place

training should be geared towards developing specific work skills for a specific position. It involves acquiring job skills, development of life skills, self-esteem and a work ethic. The goal is not merely to produce a skilled worker, but also to develop an employee who is punctual, efficient, cooperative and ready to pick up more skills. To ensure, however, that training is efficient, curriculums should include only those educational elements that are directly relevant to the job. With a focus on hands-on experience, on-the-job training can also serve as an evaluation in determining a trainee's readiness for the job.

On-The-Job Training

"Career paths for college athletic directors are not as clear-cut as they once might have been, in part because the challenges they face are more complex." (Berg, 1990, p.44)

These words serve as an illustration of what preparation for a career entails. Glenn Wong, head of the University of Massachusetts sports management program said, "You can't say that any one plan of preparation is going to be the dominant route or even the best route, because college athletic departments around the country are so different from one another in their philosophies, and they're going to be looking for different attributes in their leaders" (Berg, 1990, p. 46). Due to differences amongst athletic departments, generalized preparation

programs (e.g. formal education curriculums, internships, past experiences, etc.) can't be viewed as the "means to an end." The generalized development should be the basis for stepping into a more specific learning process that can be acquired only through direct experiences in the actual job / career setting (e.g. on-the-job training). Palmer (1990) suggested that work place training is a major contributor to growth in effectiveness and productivity. Bishop's (1989) emperical study states that specific training provided by employers will help raise productivity within the organization. This study helped Palmer's (1990) study conclude that work place training is essential if an employee is going to effectively adapt to his / her specific job. She believes that only through on-the-job training is an employee able to acquire skills such as employee orientation, current job needs, organizational structure, employee involvement, future job needs, personal development and technology currency. On-the-job training is a method of preparation that allows flexibility in tailoring the training specifically towards the needs of a particular individual in a particular job position.

Summary

This review of literature attempted to address the areas of study and skills that formal education curriculums deem important and necessary in the

development of sport administration careers; specifically, the preparation of collegiate athletic directors.

Further, this review of literature addressed the rationale and objective for on-the-job training requirements being an indispensable program in the preparation process of one's sport administration career. The literature clearly indicates specific coursework viewed with high importance in preparing professionals for careers in sport administration. Within the professional curriculum designs, the internship / practical on-the-job training experiences consistently received high ratings of priority in being a vital and integral part of a sport administration program. On-the-job training allows a generalized preparation development to be tailored for a specific job. Due to the impact on-the-job training has on effectiveness and productivity of a job, the design of training programs must be carefully planned to ensure an employee is provided with the correct "tools" to perform his / her job. The particular job setting, the specific job position and the individual assuming the specific job are the key factors to consider when preparing a focused on-the-job training program such as one needed for an individual stepping into an athletic director's role.

CHAPTER III

METHODOLOGY

Sample

The sample for this study consisted of 35 military and civilian staff members assigned to the United States Air Force Academy. The majority of subjects were assigned to the USAFA Athletic Department and had a position as a head coach of an intercollegiate program or as a division head in the Athletic Department (see organizational charts in Appendix A). The other subjects were the senior administrators at USAFA (Appendix A) and other key personnel of the USAFA staff. Permission to conduct this study was received from the USAFA Superintendent and Athletic Director before any questionnaires were distributed.

Instrumentation

In formulating the study, it seemed appropriate to the researcher that gathering the necessary information for this kind of study could be accomplished either by personal interview or by using a questionnaire. The questionnaire was a more manageable method for standardizing and evaluating the data that would help

build the USAFA Athletic Director's on-the-job training program.

The development of the questionnaires began after literature related to job responsibilities of athletic directors and literature related to on-the-job training was reviewed. The first draft of the questionnaires and their cover letters were submitted to each member of the researcher's committee and to the current Athletic Director at USAFA, requesting a critique and suggested revisions to the questionnaire. Revisions were implemented prior to submitting the questionnaires to the University of North Carolina-Chapel Hill Academic Affairs Institutional Review Board for approval.

The research instrument (Appendices B and C) developed for data collection consisted of two questionnaires. The first questionnaire (Appendix B) was administered to head coaches and division heads currently assigned to the USAFA Athletic Department. Part 1 of this questionnaire asked personal data information about each subject such as number of years at USAFA, position in the Athletic Department and status (military or civilian). Part 2 was a survey concerning the Athletic Director's responsibilities within the USAFA Athletic Department and the recommended on-the-job training that will best prepare an individual to assume the role of Athletic Director at USAFA.

The second questionnaire (Appendix C) was administered to the senior administrators at USAFA, the senior administrators within the USAFA Athletic Department and other key personnel of the USAFA staff. Part 1 of this questionnaire asked personal data information about each subject such as number of years at USAFA and position at USAFA. Part 2 was a survey concerning the USAFA Athletic Director's responsibilities outside the Athletic Department, and the recommended on-the-job training that will best prepare a new Athletic Director to perform his/her job in regards to his co-workers and superiors.

The survey portion of each questionnaire used a Likert scale format with a range from 1 (non essential) to 5 (absolutely essential). Each survey did contain several open-ended questions to allow for training requirement explanations. Instructions were given at the top of the research instruments. Accompanying the research instruments was a cover letter explaining the purpose of the questionnaire, the requested process for participating in the study and a note of thanks for the subject's participation in the study.

Procedures

After the research instruments were approved by the University of North Carolina-Chapel Hill Academic Affairs Institutional Review Board, the researcher discussed the thesis with the USAFA Athletic Director and the USAFA

Superintendent, and obtained permission to perform the study. After receiving their approval, the researcher proceeded with the administering of the study to the above mentioned sample.

The questionnaires were directly administered to each subject by the researcher. An appointment was arranged for meeting with each subject that agreed to participate in the study. Each subject was given a human consent form (Appendix D), the cover letter (Appendices B and C), the questionnaire, a return envelope and a pencil. All participants read, signed and returned the human consent form before answering the survey. The cover letter included instructions on questionnaire return procedures and the requested date of return.

At the completion of the study, a letter of thanks and a summary of the study's results was sent to all participants of the study. In addition, a complete copy of the thesis was submitted to the USAFA Athletic Department and to the Air Force Institute of Technology.

Statistical Analysis

Descriptive statistics were used to report the data and to help create a profile for developing criteria that was included in an on-the-job training program for a new Athletic Director at USAFA. The means and standard deviations for the responses of each individual item were computed and ranked in order of importance. The responses

from the questionnaire administered to members in the Athletic Department were divided and compared between two categories; head coaches and division head administrators. The responses from the questionnaire administered to senior administrators of USAFA and senior administrators of the USAFA Athletic Department were analyzed as one category since the sample size was small.

CHAPTER IV

RESULTS

All subjects that participated in the study were civilian and military members currently assigned to the United States Air Force Academy. The subjects consisted of 19 USAFA Athletic Department administrators, 13 USAFA Athletic Department coaches and 3 USAFA administrators from organizations other than the USAFA Athletic Department. Questionnaire 1 (Appendix B) addressed Athletic Director job factors within the USAFA Athletic Department and was administered to 32 subjects (23 military and 9 civilian). The subjects averaged 5.59 years of employment (the median was 3.00 years) in their present USAFA position and averaged 9.00 years (the median was 6.5 years) of total employment at the USAFA. Thirty-two questionnaires were returned for a 100% return rate. Questionnaire 2 (Appendix C) addressed Athletic Director job factors outside the USAFA Athletic Department and was administered to 14 subjects (11 military and 3 civilian). The subjects averaged 5.57 years of employment (the median was 1.75 years) in their present USAFA position and averaged 11.71 years of total employment (the

median was 9.00 years) at the USAFA. Fourteen questionnaires were returned for a 100% return rate.

Questionnaire 1: Athletic Director Factors Within the USAFA Athletic Department

Questionnaire 1 consisted of 40 individual items. The means and standard deviations were calculated and rank ordered for the 31 items that used a Likert Scale rating. Table 1 identifies the overall results for all 32 subjects that were administered questionnaire 1. Table 2 identifies the results for the 19 USAFA Athletic Department administrators and Table 3 is the results for the 13 USAFA Athletic Department coaches that responded to questionnaire 1. Nine items in the questionnaire were open-ended questions and were used for acquiring demographic/personal data and additional input in developing the on-the-job training program agenda.

Results for questionnaire 1 are presented through examining the mean answers of each individual item. The purpose was to determine if the items pertaining to the USAFA Athletic Director's job within the USAFA Athletic Department were viewed as essential elements of exposure / training when conducting an understudy program for an individual preparing to become the USAFA Athletic Director.

The means in Table 1 for all 31 items exceeded 3.00 (moderately essential). Seventeen items (54.8%) resulted in a mean score between 4.00 (very essential) and 5.00

(absolutely essential). Becoming knowledgeable with administrative / management responsibilities (e.g. departmental, conference and national operating instructions; organizational structure; coaching staff and their programs, etc.) received stronger recommendations of emphasis than items suggesting hands on training and direct involvement within each subordinate's working area. Direct, hands on training, however, was highly rated in the Athletic Director's office area, Business office, Recruiting/Counseling and Programs area.

TABLE 1
OVERALL MEAN, STANDARD DEVIATION AND MEAN RANKING OF
ATHLETIC DIRECTOR FACTORS WITHIN THE USAFA ATHLETIC
DEPARTMENT

USAFA Athletic Department Administrators and Coaches
 (N=32)

RANK	ITEM	DESCRIPTION	MEAN	STANDARD DEVIATION
1	11	Athletic Dept. Operating Instructions	4.75	0.75
2	13	Western Athletic Conference Operating Instructions	4.72	0.57
3	12	NCAA Operating Instructions	4.69	0.58
4	17	Physical Tour of each organization	4.67	0.54
5	16	In-depth briefing from each coach and division head	4.53	0.71
5	18	Hands on training within Athletic Director office	4.53	0.87
7	15	Attend athletic director's national meetings	4.50	0.83
7	10	Attend weekly Athletic Department staff meetings	4.50	1.09
9	35	Attend one home contest for each intercollegiate team	4.41	0.93
10	27	Hands on training within Business Office	4.38	0.82

RANK	ITEM	DESCRIPTION	MEAN	STANDARD DEVIATION
11	7	An understudy is a necessary program at USAFA	4.28	0.87
11	36	Travel with a revenue team and attend an away contest	4.28	1.04
13	9	Direct one-on-one training with current Athletic Dir.	4.25	1.03
14	23	Hands on training within Recruiting/Counseling	4.19	0.95
15	37	Travel with a non-revenue team/attend away contest	4.03	1.13
16	28	Hands on training within programs area	4.00	1.03
16	19	Hands on training within administration/personnel	4.00	0.94
18	29	Hands on training within the facilities division	3.97	0.92
19	26	Hands on training within sports management	3.94	1.09
20	20	Hands on training within football operations	3.91	1.10
21	25	Hands on training within sports information	3.78	1.11
22	34	Attend at least one class within each P.E. course	3.72	1.26
23	38	Attend weekly departmental coaches meetings	3.69	1.31
24	32	Attend one intercollegiate practice per week	3.56	1.20
24	21	Hands on training within basketball operations	3.56	1.09
26	39	Participate in hosting a recruiting trip	3.44	1.22
26	5	A previous assignment at USAFA is necessary	3.44	1.03
28	22	Hands on training within Hockey operations	3.28	1.10
29	6	A previous assignment in USAFA Athletics is necessary	3.22	1.28
30	24	Hands on training within Athletic trainers area	3.06	1.27
31	33	Attend one intramural contest per week	3.03	1.31

In a comparison of USAFA Athletic Department administrators (Table 2) and USAFA Athletic Department coaches (Table 3) the items viewed as very essential (e.g. a mean greater than 4.00) in an exposure/training program

were virtually the same. The USAFA Athletic Department administrators reported 18 items (58.1%) with mean scores greater than 4.00, while the USAFA Athletic Department coaches reported 16 items (51.6%) with mean scores greater than 4.00. Items that averaged greater than "very essential" (e.g. 4.00) by the administrators, but not by the coaches included 1) hands on training within recruiting/counseling, 2) hands on training within the facilities division, 3) hands on training within program areas, 4) hands on training within football operations and 5) hands on training within sports management. Items that averaged greater than "very essential" (e.g. 4.00) by the coaches, but not by the administrators included 1) travel with a non-revenue program and attend an away contest, 2) hands on training within administration/ personnel and 3) attend at least one class within each physical education course during the year.

TABLE 2
OVERALL MEAN, STANDARD DEVIATION AND MEAN RANKING OF
ATHLETIC DIRECTOR FACTORS WITHIN THE USAFA ATHLETIC
DEPARTMENT

USAFA Athletic Department Administrators Only
 (N=19)

RANK	ITEM	DESCRIPTION	MEAN	STANDARD DEVIATION
1	17	Physical Tour of each organization	4.63	0.48
2	13	Western Athletic Conference Operating Instructions	4.58	0.67
2	11	Athletic Dept. Operating Instructions	4.58	0.94

RANK	ITEM	DESCRIPTION	MEAN	STANDARD DEVIATION
2	12	NCAA Operating Instructions	4.58	0.67
5	15	Attend athletic director's national meetings	4.53	0.94
6	16	In-depth briefing from each coach and division head	4.47	0.82
6	27	Hands on training within Business Office	4.47	0.50
6	18	Hands on training within Athletic Director office	4.47	0.99
9	23	Hands on training within Recruiting/Counseling	4.42	0.82
9	35	Attend one home contest for each intercollegiate team	4.42	0.82
11	9	Direct one-on-one training with current Athletic Dir.	4.32	1.03
12	10	Attend weekly Athletic Department staff meetings	4.21	1.32
12	29	Hands on training within the facilities division	4.21	0.69
12	36	Travel with a revenue team and attend an away contest	4.21	0.95
15	7	An understudy is a necessary program at USAFA	4.16	0.99
16	28	Hands on training within program areas	4.11	0.97
16	20	Hands on training within football operations	4.11	0.97
18	26	Hands on training within sports management	4.00	1.03
19	25	Hands on training within sports information	3.95	1.00
20	37	Travel with a non-revenue team/attend away contest	3.84	1.04
20	19	Hands on training within administration/personnel	3.84	0.99
22	21	Hands on training within basketball operations	3.68	1.03
23	38	Attend weekly departmental coaches meetings	3.63	1.18
24	34	Attend at least one class within each P.E. course	3.53	1.23
24	5	A previous assignment at USAFA is necessary	3.53	0.94
26	39	Participate in hosting a recruiting trip	3.47	1.19
26	32	Attend one intercollegiate practice per week	3.47	1.09
28	6	A previous assignment in USAFA Athletics is necessary	3.42	1.09

RANK	ITEM	DESCRIPTION	MEAN	STANDARD DEVIATION
29	22	Hands on training within Hockey operations	3.37	1.09
30	24	Hands on training within Athletic trainers area	3.21	1.28
31	33	Attend one intramural contest per week	2.84	1.27

TABLE 3
OVERALL MEAN, STANDARD DEVIATION AND MEAN RANKING OF
ATHLETIC DIRECTOR FACTORS WITHIN THE USAFA ATHLETIC
DEPARTMENT

USAFA Athletic Department Coaches Only
(N=13)

RANK	ITEM	DESCRIPTION	MEAN	STANDARD DEVIATION
1	11	Athletic Dept. Operating Instructions	5.00	0.00
2	13	Western Athletic Conference Operating Instructions	4.92	0.27
2	10	Attend weekly Athletic Department staff meetings	4.92	0.27
4	12	NCAA Operating Instructions	4.85	0.36
5	17	Physical Tour of each organization	4.69	0.61
6	16	In-depth briefing from each coach and division head	4.62	0.49
6	18	Hands on training within Athletic Director office	4.62	0.62
8	15	Attend athletic director's national meetings	4.46	0.63
8	7	An understudy is a necessary program at USAFA	4.46	0.63
10	35	Attend one home contest for each intercollegiate team	4.38	1.08
10	36	Travel with a revenue team and attend an away contest	4.38	1.15
12	37	Travel with a non-revenue team/attend away contest	4.31	1.20
13	19	Hands on training within administration/personnel	4.23	0.80
13	27	Hands on training within Business Office	4.23	1.12
15	9	Direct one-on-one training with current Athletic Dir.	4.15	1.03

RANK	ITEM	DESCRIPTION	MEAN	STANDARD DEVIATION
16	34	Attend at least one class within each P.E. course	4.00	1.24
17	23	Hands on training within Recruiting/Counseling	3.85	1.03
17	26	Hands on training within sports management	3.85	1.17
17	28	Hands on training within programs area	3.85	1.10
20	38	Attend weekly departmental coaches meetings	3.77	1.48
21	32	Attend one intercollegiate practice per week	3.69	1.32
22	20	Hands on training within football operations	3.62	1.21
22	29	Hands on training within the facilities division	3.62	1.08
24	25	Hands on training within sports information	3.54	1.27
25	39	Participate in hosting a recruiting trip	3.38	1.27
25	21	Hands on training within basketball operations	3.38	1.15
27	33	Attend one intramural contest per week	3.31	1.32
27	5	A previous assignment at USAFA is necessary	3.31	1.14
29	22	Hands on training within Hockey operations	3.15	1.10
30	6	A previous assignment in USAFA Athletics is necessary	2.92	1.33
31	24	Hands on training within Athletic trainers area	2.85	1.23

Questionnaire 2: Athletic Director Factors Outside the USAFA Athletic Department

Questionnaire 2 consisted of 24 individual items.

The means and standard deviations were calculated and rank ordered for the 19 items that used a Likert Scale rating. Table 4 identifies the overall results for the 14 subjects that were administered questionnaire 2. Five items in the

questionnaire were open-ended questions and were used for acquiring demographic/personal data information and developing the on-the-job training program agenda.

Results for questionnaire 2 are presented through examining the mean answers of each individual item, just as the results for questionnaire 1 were reported. The purpose was to determine if the items pertaining to the USAFA Athletic Director's job outside the USAFA Athletic Department were viewed as essential elements of exposure / training when conducting an understudy program for an individual preparing to become the USAFA Athletic Director.

The means in Table 4 for all 19 items equalled or exceeded 3.00 (moderately essential). Nine items (47.4%) resulted in a mean score between 4.00 (very essential) and 5.00 (absolutely essential). Becoming knowledgeable with responsibilities that the Athletic Director is directly involved with (e.g. USAFA operating instructions, Superintendent staff meetings, Academy Board meetings, etc.) and being exposed to areas unique to the USAFA (e.g. Basic Cadet Training, noon day formation, four degree knowledge and squadron training, and Saturday morning inspections) were items that received the higher emphasis. Items that do not directly pertain to the Athletic Director's job (e.g. the jobs of other USAFA

administrators) and items that could have been acquired from previous military assignments (e.g. parades) resulted in averages below "very essential" (e.g. less than 4.00).

TABLE 4
OVERALL MEAN, STANDARD DEVIATION AND MEAN RANKING OF
ATHLETIC DIRECTOR FACTORS OUTSIDE THE USAFA ATHLETIC
DEPARTMENT

USAFA Senior Administrators
And Athletic Department Administrators
(N=14)

RANK	ITEM	DESCRIPTION	STANDARD	
			MEAN	DEVIATION
1	8	Direct one-on-one training with current Athletic Dir.	4.36	1.04
2	10	USAFA Operating Instruction and Policy Guidelines	4.29	0.88
3	6	An understudy is a necessary program at USAFA	4.14	0.99
3	19	Observe Basic Cadet Military Training Session	4.14	0.83
5	20	Observe Noon day formation Military Training Session	4.07	0.96
5	23	Observe Four Degree Military Training Session	4.07	0.80
5	9	Attend weekly Superintendent staff meetings	4.07	1.39
5	16	Attend Academy Board meetings	4.07	1.16
9	21	Observe Saturday Morning Military Training Session	4.00	0.85
10	22	Observe Parade Military Training Session	3.71	0.80
11	12	Spend time monthly observing the Commandant of Cadets	3.64	1.49
11	17	Physical tour of each USAFA Administrator's area	3.64	1.04
13	13	Spend time monthly observing the Dean of Faculty	3.57	1.45
14	11	Spend time monthly observing the Superintendent	3.50	1.40
15	5	A previous assignment in USAFA Athletics is necessary	3.36	1.04
16	4	A previous assignment at USAFA is necessary	3.29	0.88
16	18	Observe an academic class	3.29	1.16

RANK	ITEM	DESCRIPTION	STANDARD	
			MEAN	DEVIATION
18	15	Spend time monthly observing the Cadet Wing Staff	3.14	1.36
19	14	Spend time monthly observing the Chief of Staff	3.00	1.36

Questionnaire 1 included several open-ended questions that allowed each subject to offer personal recommendations toward the development of an on-the-job curriculum for a new USAFA Athletic Director. The 32 subjects' mean for recommended length of an understudy program was 9.72 months. The mode response for this recommendation was 12 months. Eighteen subjects responded to the two questions (30 and 31) that involved specific training for a division's area. The responsibilities for each division that directly involves the USAFA Athletic Director varies, and as a result, the recommended training time for each area was widespread, ranging from one day training sessions to three months of training. The specific type of training is unique to each division area and is included in the on-the-job training curriculum located in Chapter 5. Question 40 (any additions) was responded to by fifteen subjects (46.88%) and the responses are utilized in the on-the-job preparation curriculum located in the Chapter 5 Discussion section.

Questionnaire 2 also included some open-ended questions and was answered by fourteen subjects dealing with the USAFA Athletic Director's job responsibilities outside the Athletic Department. The mean for recommended

length of an understudy program was 8.93 months. The mode response for this recommendation was 12 months. Question 24 (other suggestions) was responded to by six subjects (42.86%) and the responses are utilized in the on-the-job preparation curriculum located in the Chapter 5 Discussion section.

CHAPTER V

DISCUSSION, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Discussion

The primary purpose of this study was to develop an on-the-job preparation program for a new Athletic Director performing as an understudy to an experienced Athletic Director at the United States Air Force Academy. Developing an on-the-job preparation program should be useful to an officer transferring into the business of athletics from another military assignment and career field. It should also help the USAF Academy determine how to properly prepare a new Athletic Director to assume his/her responsibilities. The study involved only personnel and programs at the USAF Academy, and was targeted specifically toward the Athletic Director Understudy program.

In order to develop the on-the-job preparation program, it was necessary to first ascertain the job responsibilities of the Athletic Director at the United States Air Force Academy (USAF). Determining the specifics of the USAF Athletic Director's position helped establish the objective and scope of the understudy

program. Second, the best resources for developing an on-the-job preparation program were the USAFA personnel that are directly involved with the responsibilities of the USAFA Athletic Director. Soliciting their recommendations helped determine the type of training that is needed during the understudy program.

The USAFA Athletic Director is a military officer holding the rank of Colonel and is responsible for the organization, administration and management of all athletic and physical education programs, including intercollegiate athletics, intramurals and physical education. Furthermore, the Athletic Director is a senior administrator for the entire USAFA institution and is responsible for the directives placed upon him/her by the USAFA Superintendent (see organizational chart in Appendix A). The complexity of the job requires knowledge and skills in a diversity of disciplines. However, a vital component needed to perform as the Athletic Director is experience. The USAFA Athletic Director Understudy program was implemented for that third vital ingredient - experience. It was also developed for the purpose of providing continuity to the USAFA Athletic Department during the transition process of exiting/incoming leadership. Establishing such a program reinforces Palmer's (1990) study that suggests work place training is essential if an employee is going to effectively adapt to his/her specific job.

The main source of input for the on-the-job preparation curriculum involved USAFA Athletic Department personnel and USAFA senior administrators' perceptions about the 31 items on Questionnaire 1 (Appendix B) and the 19 items on Questionnaire 2 (Appendix C) that concern on-the-job training. Overall, all items listed for consideration in an on-the-job preparation curriculum received a rating of at least "moderately essential." The items addressed a broad array of athletic director responsibilities; some of general nature to an athletic director's job and some of specific nature toward the USAFA Athletic Director position. The ratings place a high emphasis on management/administrative skills and tasks, and on visible, physical exposure to the different components of the Athletic Department and USAFA structure. This indicates, again, that the Athletic Director's job is a job of complex and diverse issues, and exposure to all areas of the job must be included in a training program. These ratings also support DeSensi, Kelley, Blanton & Beitel's (1990) report that stated it is important for students to acquire skills on-the-job that are specific to that job setting. Furthermore, these ratings reveal commonality with Ulrich and Parkhouse's (1982) philosophy that management is an applied discipline and practical application (e.g. on-the-job training) is as crucial as the academic theory aspect of training.

The open-ended questions provided additional considerations for an on-the-job training program and suggestions for the type of training each USAFA Athletic Department area would offer. The following open-ended responses were considered in the on-the-job curriculum design. The variations of input, again, reflects the complexity of collegiate athletics and the diversification demands of an athletic director. They also reinforce Glenn Wong's statement in Berg's (1990) report which says, "You can't say that any one plan of preparation is going to be the dominant route or even the best route."

Open-ended Responses

- Use the understudy as a knowledge gaining base - not as a "replace the old Athletic Director."
- Stimulate knowledge of all areas pertaining to the Athletic Director (Air Force Academy, Western Athletic Conference, National Collegiate Athletic Association, National Association of College Director of Athletics, College Football Association).
- Research as much history of the Athletic Department as possible. (Learn from current staff personnel and from historical reports). Understanding the past will help emphasize what is most important.
- Finances (facilities, equipment, supplies) must be sound and Athletic Director must know the "nuts & bolts" of this area).
- Athletic Director "answers" to the Government Accounting

Office and has to be able to answer their questions well.

- Long term planning session with staff and exiting Athletic Director should occur to keep focus on programs.
- Attend as much compliance training as possible.
- Knowledge of the Physical Fitness Test/Reconditioning program is essential. Be visible at the actual administration of the Physical Fitness Test and be knowledgeable of the Physical Fitness Test results.
- Allow time to be visible to the Athletic Department personnel. Visit their areas and let them know you care.
- Attend "get-to-know" functions.
- Address every team twice in the year and give expectations.
- Receive a briefing on the Cadet Club program.
- Receive a briefing on the Cadet Honor Code.
- Attend an Honor Sanctions Board.

An On-the-Job Preparation Curriculum for a New Athletic Director at the United States Air Force Academy

The mode response for the length of the USAFA Athletic Director Understudy program was 12 months. The rotation of assignments at USAFA usually occurs during the summer months to allow for changeover in between academic schedules. Unless the exiting Athletic Director is

leaving at some other time of the year, summer months is the recommended time for the 12 month understudy to begin.

In addition to the training recommendations made by the USAFA staff, there are numerous exposure factors that must be included in the understudy program that cannot be predesigned or scheduled. For example, the program must allow for bowl game negotiations, logistics, travel, etc. if a bowl game situation occurs during the understudy year. Sporadic events involving community relations, media connections, etc., is another example of the multiple experiences that must be a part of the training experience, but cannot be preplanned. For this reason, an on-the-job preparation curriculum must have flexibility. Therefore, this study's suggested curriculum recommends the components that should be included in the program, but does not attempt to layout an unrealistic time schedule to adhere to. Some components have amounts of time recommended by each division head administrator that would be required to properly expose the new Athletic Director to a particular area, while other tasks are not held to a specific timetable. Based on the requirements and operating structure of the USAFA Athletic Director, the USAFA Athletic Director Understudy program should include, but not be limited to the following tasks:

1. Receive direct, one-on-one weekly training sessions with the current USAFA Athletic Director.
2. Attend weekly Athletic Department staff meetings.

3. Receive a physical tour of each USAFA Athletic Department area, to include introductions of personnel.
4. Study the current operating instructions and policy guidelines of the United States Air Force Academy, USAFA Athletic Department, NCAA, and the Western Athletic Conference.
5. Receive an in-depth briefing from each coach and division head (see hands on training beginning with task #16).
6. Attend all athletic director's national meetings, conventions and conferences with the current USAFA Athletic Director.
7. Attend one home contest for each intercollegiate program.
8. Travel with a revenue team and attend an away contest.
9. Travel with a non-revenue team and attend an away contest.
10. Observe Basic Cadet Military Training Sessions
11. Observe USAFA Noon Day Formation
12. Observe Four Degree (Freshman) knowledge and squadron training.
13. Observe Saturday Morning Military Inspection.
14. Attend weekly Superintendent staff meetings.
15. Attend Academy Board meetings.

NOTE: The 15 tasks listed above include items that averaged 4.00 (very essential) or better from the sample,

excluding "Hands on" training items. The following hands on items should be included in the understudy program to enhance the depth of knowledge of the USAFA Athletic Department.

<u>Division</u>	<u>Time</u>	<u>Agenda</u>
16. Business Office	- 1 wk	<ul style="list-style-type: none"> - Schedule / Scheduling philosophy - Logistics Operations - Ticket policies - Donor Programs - Marketing efforts / relationships - Budgeting/Finance - Concessions - Gift Shop - Contracts
17. Director of Athletic Programs & Facilities	-3 day per/wk	<ul style="list-style-type: none"> - Cadet's Physical Education, Intercollegiate & Intramural Structure - Non-revenue intercollegiate programs - Gender equity - How to best represent the Air Force and USAFA while serving as Athletic Director
18. Facilities	- 2 day	<ul style="list-style-type: none"> - Division Overview Briefing -- Facilities Branch -- Personnel -- Supplies & Equipment -- Stadium / Housing -- Equipment Repair -- Automotive - Tour
19. Promotions & Marketing	- 2 wk.	<ul style="list-style-type: none"> - Division Overview Briefing -- Fundraising -- Community contacts -- Donations -- Sponsorships
20. Recruiting	- 1 wk.	<ul style="list-style-type: none"> - Division Overview Briefing -- Appointment procedures -- Academy Board

- Recruiting (cont'd)
- Political nominations
 - NCAA rules & guidelines
 - Preparatory School
21. NCAA Compliance - 3 mo. - Division Overview Briefing
- NCAA/Western Athletic Conference Conventions
 - Organization Role (length & breadth of authority)
22. Physical Education Instruction -3 day - Division Overview Briefing
- Instruction (scheduling instructors, instructor loads, instructor requirements, use of 2nd Lieutenants, cross training, evaluations)
 - Scheduling & Grading (cadet schedules, athlete tracks, curriculum offerings, course offerings, course grading)
 - Observation of a P.E. class within each curriculum area (Development, Aquatics, Combatives, Lifetime Sports)
 - Facilities
23. Sports Camp - 2 day - Division Overview Briefing
- Camp Financial Analysis
 - Camp Dorm Operations
 - Camp Personnel Recruitment & Employment
 - Camp Marketing & Promotions
24. Computer Division -1 day - Division Overview Briefing
- Goals & objectives
 - Long range plans
 - Current problems
 - Budget requirements
25. Weight Development-1 day - Division Overview Briefing
- Collegiate weight training
 - Reconditioning programs
26. Athletic Trainer - 2 day - One day in each training room

Athletic Trainer (cont'd)- Observe prevention,
rehabilitation and first
aid techniques
- Communication with hospital
and doctors
- Injury logs

27. Sports Information - 1 day - Division Overview Briefing
-- Filing system
-- Office computing system
-- Office organization /
personnel
-- Media Indoctrination
28. Human Performance- 1 day - Division Overview Briefing
-- Programs
-- Facilities

These 28 tasks will give a new Athletic Director entering the United States Air Force Academy a solid foundation for the Athletic Director's position and will also provide the USAFA with the necessary continuity during the entering/exiting leadership transition. Time permitting, the items on the two questionnaires that averaged below 4.00 (e.g. between moderately essential and very essential) should also be addressed during the understudy year.

Summary and Conclusions

This study was developed to determine the training requirements for an individual preparing to become the Athletic Director at the United States Air Force Academy. The study was also formulated to recommend a curriculum guide for the Athletic Director Understudy program at USAFA. Upon reading this study, USAFA administrators may

have a better focus on how to properly prepare a new Athletic Director for his/her job and how to best utilize the time allocated for the Athletic Director Understudy program. This thesis may also be useful to the Understudy candidate who is transferring into the business of athletics from another military assignment and career field.

Thirty-five civilian and military members of the United States Air Force Academy staff volunteered to participate in the study. A questionnaire addressing USAFA Athletic Director job factors within the USAFA Athletic Department was administered to 32 subjects and a second questionnaire addressing USAFA Athletic Director job factors outside the USAFA Athletic Department was administered to 14 subjects. The subjects rated the questionnaire items on a Likert scale from one to five and responded to several open-ended questions that provided additional input to the study. The means and standard deviations of the Likert scale items were rank ordered for the entire sample as well as a group comparison between coaches and administrators. The open-ended responses were consolidated and utilized in the final on-the-job curriculum recommendation.

The most obvious conclusion from this study is that the USAFA Athletic Director's job is a highly visible, complex and diverse position at USAFA. Due to the uniqueness of this position within the Air Force, an

understudy program is a crucial component for successfully indoctrinating a new USAFA Athletic Director.

On-the-job training is the only means to acquire skills that are specific to this job setting. For this reason, it is essential that a planned guide be established for an individual assigned to the USAFA Athletic Director Understudy program.

Another conclusion from the study is that the USAFA Athletic Director must have a sound base of knowledge for all areas of his/her organization. The fact that all Likert scale items averaged 3.00 (moderately essential) or better indicates the need for exposure and understanding of all areas at all levels.

Overall, the study indicated that the USAFA Athletic Director Understudy program is a valuable and justifiable program for the transition between new and exiting Athletic Directors. The major point of this study is that to be most effective in their job, a new USAFA Athletic Director must be given the opportunity to acquire experience; experience that will come only from active participation in an on-the-job training program.

Recommendations

One suggestion for further study would be to conduct the same study at the other military service academies (e.g. West Point and the United States Naval Academy). A study / comparison of this nature would allow the findings

to be broadened and potentially applied to institutions other than just USAFA. Such a study would also increase the number of subjects which would further establish the validity of this study.

An additional suggestion for future study would be to conduct a follow-up evaluation program of the preparation curriculum used in the USAFA Athletic Director Understudy program. Such a study would provide feedback of the curriculum plan on its effectiveness and would help determine the necessary refinements needed in the plan.

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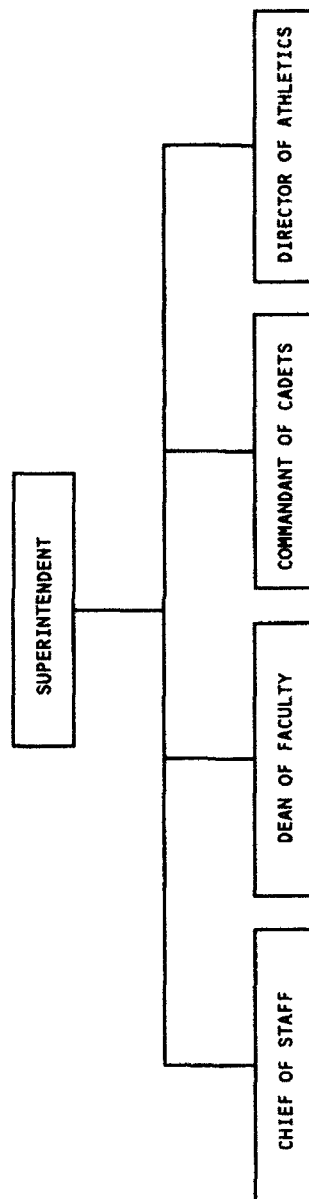
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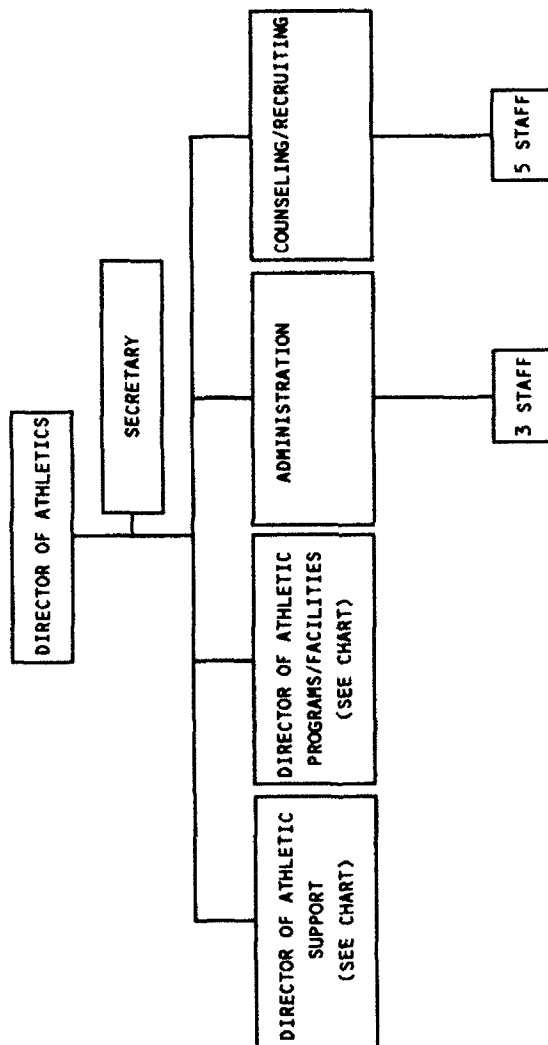
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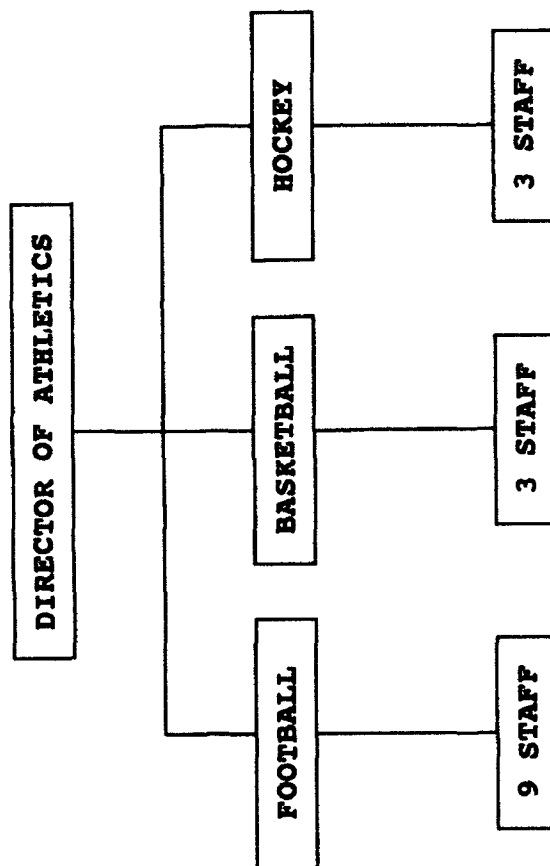
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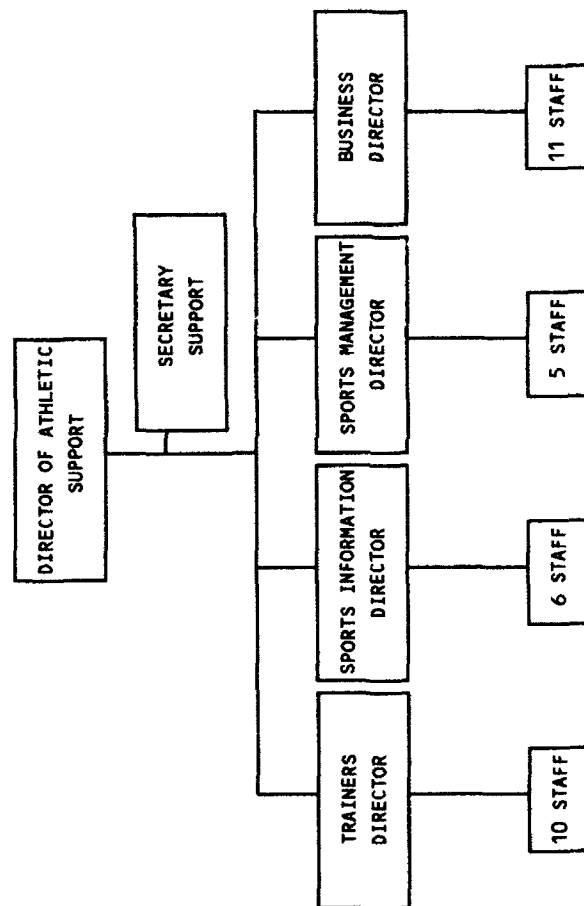
APPENDIX A
USAF A SENIOR ADMINISTRATORS



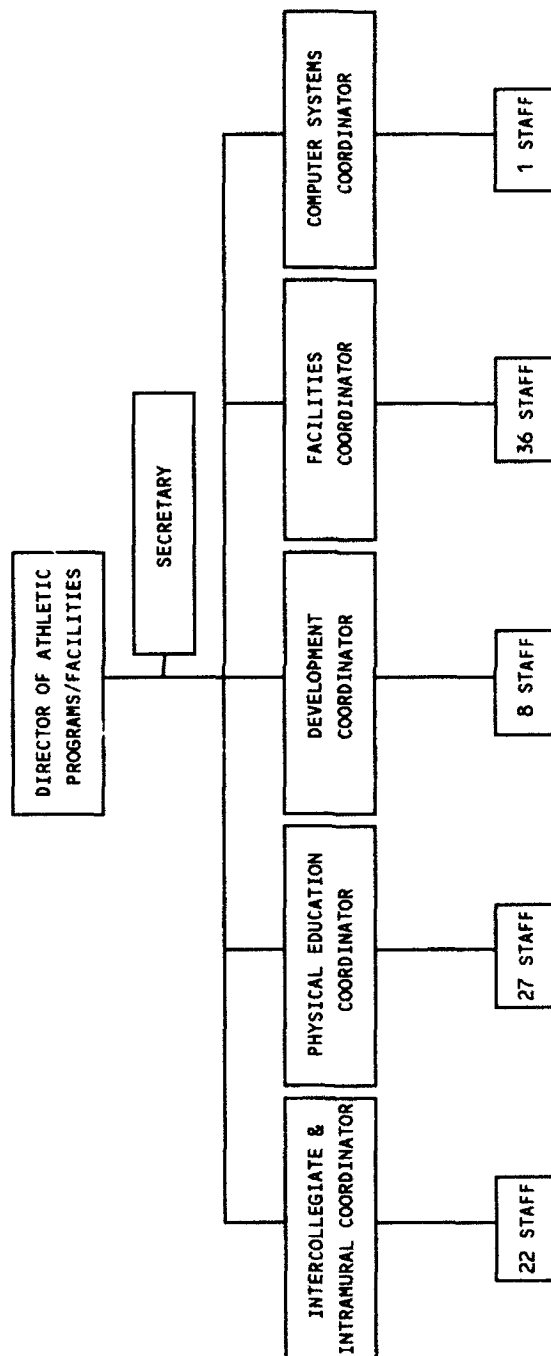
USAFA ATHLETIC DEPARTMENT**DIRECTOR OF ATHLETICS****CHART 1**

USAFA ATHLETIC DEPARTMENT**DIRECTOR OF ATHLETICS****CHART 2**

USAFA ATHLETIC DEPARTMENT
DIRECTOR OF ATHLETIC SUPPORT



USAFA ATHLETIC DEPARTMENT
DIRECTOR OF ATHLETIC PROGRAMS/FACILITIES



APPENDIX B**COVER LETTER AND QUESTIONNAIRE FOR THE USAFA
ATHLETIC DIRECTOR'S JOB RESPONSIBILITIES
WITHIN THE ATHLETIC DEPARTMENT**

Dear (name):

I am Captain Ivan Merritt, currently working on a master's degree at the University of North Carolina-Chapel Hill. During my previous assignment in the USAFA Athletic Department, I had the opportunity to discuss with the current Athletic Director, Colonel Schweitzer, a potential thesis topic that could be of benefit to the Athletic Department. The enclosed questionnaire is for use in my thesis research. The purpose of the questionnaire is to help determine the type of training and the format of training that an individual performing an understudy in the United States Air Force Academy (USAFA) Athletic Department should be exposed to. The questions are directed specifically towards the Athletic Director's responsibilities within the Athletic Department. Each head coach and division head administrator currently assigned to the USAFA Athletic Department will receive this questionnaire package and be asked to participate in the study. Please note that participation in this study is completely voluntary.

The questionnaire will take about 10 minutes to complete. All survey instruments are coded by numbering to facilitate follow-up on unreturned questionnaires. However, anonymity will be granted to each person sampled, and answers will be held in strict confidence.

Understandably the responses will vary from subject to subject since no one has the same identical role relationship with the Athletic Director. Would you please take a few minutes of your time to indicate the components of on-the-job training for a new USAFA Athletic Director you feel are "best" for preparing an individual to assume the position of Athletic Director at USAFA. The completion of this study will hopefully be useful to an officer transferring into the business of athletics from another military assignment and career field. Further, the study may help the Academy determine how to properly prepare a new Athletic Director to assume the responsibilities.

Please complete the questionnaire by _____.
I will pick up the questionnaire on this date.

Thank you for your cooperation and participation.

Sincerely,

IVAN L. MERRITT, Captain, USAF
Masters Candidate
University of North Carolina-Chapel Hill

**SURVEY OF THE ON-THE-JOB TRAINING
NEEDED BY A NEW ATHLETIC DIRECTOR
AT THE UNITED STATES AIR FORCE ACADEMY**

The questionnaire is for use in Ivan Luke Merritt's thesis research at the University of North Carolina-Chapel Hill. All information will be confidential. Upon completion of the Questionnaire, please utilize the self-addressed envelope which is enclosed for your convenience. A PROMPT REPLY WILL BE GREATLY APPRECIATED.

Part 1

PERSONAL DATA

1. Title of present position: _____
2. Status at the USAF Academy: ____ Military ____ Civilian
3. Years in present position _____
4. Total years at the USAF Academy: _____

Part 2

ON-THE-JOB TRAINING

INSTRUCTIONS

This part of the questionnaire contains a list of survey questions to help determine the type of training and the format of training that an individual performing an understudy in the USAF Academy Athletic Department should be exposed to. The questions are directed specifically towards the Athletic Director's responsibilities within the Athletic Department. Although some questions might not pertain directly to everyone's area, it is encouraged that all participants in this survey provide their input to each element of a new athletic director's training.

The rating scale used in this questionnaire will enable you to discriminate between the relative merit of the items listed. Each item should be considered as to whether it is essential or non-essential to successful intercollegiate athletic administration at the United States Air Force Academy. An absolutely essential item would receive a rating of five (5) and less essential items would receive lower ratings with non-essential items receiving a rating of one (1). The rating assigned to each item should be your opinion of the relative importance of that item with the mid-point being three (3).

A sample of the rating scale is listed below:

NON	SLIGHTLY	MODERATELY	VERY	ABSOLUTELY
ESSENTIAL	ESSENTIAL	ESSENTIAL	ESSENTIAL	ESSENTIAL

1	2	3	4	5
---	---	---	---	---

Circle only one rating for each item listed.

5. A previous assignment at USAFA is necessary..... 1 2 3 4 5
6. A previous assignment in the USAFA Athletic Department is necessary... 1 2 3 4 5
7. An understudy is a necessary program for training a new USAFA Athletic Director..... 1 2 3 4 5
8. What is your recommendation on the length of an understudy program? _____

During an understudy to the USAFA Athletic Director, a new athletic director candidate should:

9. Receive direct, one-on-one weekly training sessions with the current athletic director..... 1 2 3 4 5
10. Attend weekly Athletic Department staff meetings..... 1 2 3 4 5
11. Study current operating instructions and policy guidelines of the:
- USAFA Athletic Department..... 1 2 3 4 5
- NCAA..... 1 2 3 4 5
- Western Athletic Conference..... 1 2 3 4 5
- Other: _____ 1 2 3 4 5
15. Attend athletic director's national meetings, conventions, & conferences (e.g. NCAA, Western Athletic Conference)..... 1 2 3 4 5

16. Receive an in-depth briefing from each head coach and division head about his / her program..... 1 2 3 4 5
17. Receive a physical tour of each organizational area, to include introductions to all personnel assigned to that program. 1 2 3 4 5
18. Receive hands on training within each organizational area:
- a. Athletic director's office area. 1 2 3 4 5
 - b. Administration / personnel area. 1 2 3 4 5
 - c. Football operations..... 1 2 3 4 5
 - d. Basketball operations..... 1 2 3 4 5
 - e. Hockey operations..... 1 2 3 4 5
 - f. Recruiting / counseling area.... 1 2 3 4 5
 - g. Athletic trainers area..... 1 2 3 4 5
 - h. Sports information..... 1 2 3 4 5
 - i. Sports management..... 1 2 3 4 5
 - j. Business office..... 1 2 3 4 5
 - k. Programs area (intercollegiate, intramural, physical education, development, computers)..... 1 2 3 4 5
 - l. Facilities area..... 1 2 3 4 5

Questions 30 and 31 are directed to division heads and administrators only. Head coaches may skip to question 32.

30. How many days or weeks of training would you recommend for your area?... _____

31. Briefly list what the training in your area would include and how long each component should take.

32. Attend an average of one (1) intercollegiate practice session per week (varying the program attended from week to week)..... 1 2 3 4 5
33. Attend an average of one (1) intramural contest per week..... 1 2 3 4 5
34. Attend at least one (1) class within each physical education course during the year..... 1 2 3 4 5
35. Attend a minimum of one (1) home contest for each intercollegiate program..... 1 2 3 4 5
36. Travel with an intercollegiate team and attend an away contest for:
- a. A revenue program..... 1 2 3 4 5
- b. A non-revenue program..... 1 2 3 4 5
38. Attend weekly departmental coaches meetings..... 1 2 3 4 5
39. Participate in hosting a recruiting visit..... 1 2 3 4 5
40. Any Additions

APPENDIX C**COVER LETTER AND QUESTIONNAIRE FOR THE USAFA
ATHLETIC DIRECTOR'S JOB RESPONSIBILITIES
OUTSIDE THE ATHLETIC DEPARTMENT**

Dear (name):

I am Captain Ivan Merritt, currently working on a master's degree at the University of North Carolina-Chapel Hill. During my previous assignment in the USAFA Athletic Department, I had the opportunity to discuss with the current Athletic Director, Colonel Schweitzer, a potential thesis topic that could be of benefit to the Athletic Department. The enclosed questionnaire is for use in my thesis research. The purpose of the questionnaire is to help determine the type of training and the format of training that an individual performing an understudy in the USAFA Athletic Department should be exposed to. The questions are directed specifically towards the Athletic Director's responsibilities outside the Athletic Department. (NOTE: Another questionnaire is being administered to head coaches and division heads of the USAFA Athletic Department concerning the Athletic Director's responsibilities within the Athletic Department). The Academy's five senior administrators (Superintendent, Commandant of Cadets, Dean of Faculty, Director of Athletics, Chief of Staff) and the two other colonels assigned to the Athletic Department will receive this questionnaire package and be asked to participate in the study. Please note that participation in this study is completely voluntary.

The questionnaire will take about 10 minutes to complete. All survey instruments are coded by numbering to facilitate follow-up on unreturned questionnaires. However, anonymity will be granted to each person sampled, and answers will be held in strict confidence.

Understandably the responses will vary from subject to subject since no one has the same identical role relationship with the Athletic Director. Would you please take a few minutes of your time to indicate the components of on-the-job training for a new USAFA Athletic Director you feel are "best" for preparing an individual to assume the position of Athletic Director at USAFA. The

completion of this study will hopefully be useful to an officer transferring into the business of athletics from another military assignment and career field. Further, the study may help the Academy determine how to properly prepare a new Athletic Director to assume the responsibilities.

Please complete the questionnaire by _____.
I will make arrangements to pick up the questionnaire at your office on this date.

Thank you for your cooperation and participation.

Sincerely,

IVAN L. MERRITT, Captain, USAF
Masters Candidate
University of North Carolina-Chapel Hill

**SURVEY OF THE ON-THE-JOB TRAINING
NEEDED BY A NEW ATHLETIC DIRECTOR
AT THE UNITED STATES AIR FORCE ACADEMY**

The questionnaire is for use in Ivan Luke Merritt's thesis research at the University of North Carolina-Chapel Hill. All information will be confidential. Upon completion of the Questionnaire, please utilize the self-addressed envelope which is enclosed for your convenience. A PROMPT REPLY WILL BE GREATLY APPRECIATED.

Part 1

PERSONAL DATA

1. Title of present position: _____
2. Years in present position _____
3. Total years at the USAF Academy: _____

Part 2

ON-THE-JOB TRAINING

INSTRUCTIONS

This part of the questionnaire contains a list of survey questions to help determine the type of training and the format of training that an individual performing an understudy in the USAF Academy Athletic Department should be exposed to. The questions are directed specifically towards the Athletic Director's responsibilities outside the Athletic Department. Although some questions might not pertain directly to everyone's area, it is encouraged that all participants in this survey provide their input to each element of a new athletic director's training.

The rating scale used in this questionnaire will enable you to discriminate between the relative merit of the items listed. Each item should be considered as to whether it is essential or non-essential to successful intercollegiate athletic administration at the United States Air Force Academy. An absolutely essential item would receive a rating of five (5) and less essential items would receive lower ratings with non-essential items receiving a rating of one (1). The rating assigned to each item should be your opinion of the relative importance of that item with the mid-point being three (3).

A sample of the rating scale is listed below:

NON ESSENTIAL 1	SLIGHTLY ESSENTIAL 2	MODERATELY ESSENTIAL 3	VERY ESSENTIAL 4	ABSOLUTELY ESSENTIAL 5
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Circle only one rating for each item listed.

4. A previous assignment at USAFA is necessary..... 1 2 3 4 5
5. A previous assignment in the USAFA Athletic Department is necessary... 1 2 3 4 5
6. An understudy (e.g. a training period prior to replacing the existing USAFA Athletic Director) is a necessary program for an incoming Athletic Director..... 1 2 3 4 5
7. What is your recommendation on the length of an understudy program? _____

During an understudy program to the USAFA Athletic Director, a new athletic director candidate should:

8. Receive direct, one-on-one weekly training sessions with the current athletic director..... 1 2 3 4 5
9. Attend weekly Superintendent staff meetings..... 1 2 3 4 5
10. Study current operating instructions and policy guidelines of the USAF Academy..... 1 2 3 4 5
11. Spend time on a monthly basis observing the jobs of:
- a. The Superintendent..... 1 2 3 4 5
- b. The Commandant of Cadets..... 1 2 3 4 5
- c. The Dean of Faculty..... 1 2 3 4 5
- d. The Chief of Staff..... 1 2 3 4 5
- e. The Cadet Wing Staff..... 1 2 3 4 5

- | | | | | | |
|---|---|---|---|---|---|
| 16. Attend Academy Board meetings..... | 1 | 2 | 3 | 4 | 5 |
| 17. Receive a physical tour of
each senior administrator's
organizational area..... | 1 | 2 | 3 | 4 | 5 |
| 18. Observe an academic class..... | 1 | 2 | 3 | 4 | 5 |
| 19. Observe military training sessions: | | | | | |
| a. Basic Cadet Training..... | 1 | 2 | 3 | 4 | 5 |
| b. Noon day formation / meal..... | 1 | 2 | 3 | 4 | 5 |
| c. Saturday Morning Inspections..... | 1 | 2 | 3 | 4 | 5 |
| d. Parades..... | 1 | 2 | 3 | 4 | 5 |
| e. Four degree knowledge and
squadron training..... | 1 | 2 | 3 | 4 | 5 |
| 24. Other suggestions: | | | | | |

APPENDIX D

**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
DEPARTMENT OF
PHYSICAL EDUCATION, EXERCISE & SPORT SCIENCE
CONSENT TO ACT AS A HUMAN SUBJECT**

**Project Title An On-The-Job Preparation Curriculum for a
New Athletic Director at the U.S. Air Force
Academy**

Investigator Ivan Luke Merritt Phone # (704) 364-0441

I understand that the Interview/Questionnaire I am about to complete is part of a research project being conducted by Ivan L. Merritt. This interview is designed to study the job responsibilities of the Athletic Director at the U.S. Air Force Academy, and the on-the job training requirements needed for a new Athletic Director as he / she performs an understudy program. By signing below, I am agreeing to allow Ivan L. Merritt to use the information I provide in presentation and publication.

I understand that any relationship between myself and the information I contribute to this study will be kept confidential. I understand that I may terminate participation in this study at any time without prejudice to myself, course grade, employment status or any other personal matter. Given the nature of this interview I

further acknowledge that the investigator may in his / her discretion terminate the interview at any time deemed appropriate.

If I believe that my rights have been infringed, I may contact Dr. Fred Mueller, Chairman of the Human Subjects Committee, at (919) 962-2021, or Dr. Mark Hollins, Chair of the IRB-AA Board, at (919) 966-5625.

Print Subject's Name _____

Subject's Signature _____